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ABSTRACT

This paper describes a program designed to support aspiring educational leaders' leadership competence, autonomy, relatedness, and leadership motivation. It also discusses the New Interstate School Leaders Licensure Consortium (ISLLC) standards. To assess the extent to which the program achieved its goals, 27 aspiring leaders, all of whom are black, completed a newly developed Aspiring Leaders Development Questionnaire (ALDQ) and also answered open-ended questions. The ALDQ's 42 questions and items assessed students' perceptions of the different aspects of the Aspiring Leaders Development Program (ALDP), as well as their leadership motivation. The results show that the participants' leadership competence, autonomy, relatedness, and motivation were all positively correlated with each other. The strongest predictors of educational leadership motivation were social-relatedness, leadership competence, and autonomy, respectively. ALDP supported students' competence, autonomy, relatedness, leadership motivation, and knowledge of ISLLC standards. This strengthens the theory that social contexts that accompany a leader's leadership competence, autonomy, and relatedness will activate the leader's intrinsic leadership motivation. Communication and financial support services were the identified weakness. Findings are discussed in terms of their implications for improving the ALDP and the program's ability to prepare aspiring educational leaders for licensure. The entire ALDQ appears at the end of the paper. (Contains 12 figures/tables.) (RJM)

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Assessment of An Aspiring Leaders Development Program

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Abstract

The Aspiring Leaders Development Program (ALDP) developed by the Baltimore City Public School System and Morgan State University was designed to: (a) support aspiring educational leaders' leadership competence, autonomy, relatedness, and leadership motivation; and (b) familiarize students with the New Interstate School Leaders Licensure Consortium (ISLLC) standards. To assess the extent to which ALDP achieved its goals, twenty-seven aspiring leaders completed a newly developed Aspiring Leaders Development Questionnaire (ALDQ). ALDQ questions were utilized to assess students' perceptions of the different aspects of the ALDP and their leadership motivation. Aspiring leaders' leadership competence, autonomy, relatedness, and motivation were all positively correlated with each other. The strongest predictors of educational leadership motivation were relatedness, leadership competence, and autonomy, respectively. ALDP supported students' competence, autonomy, relatedness, leadership motivation, and their knowledge of ISLLC standards. Communication and financial support services were the identified weakness. The findings are discussed in terms of their implications for improving the ALDP and the program's ability to prepare aspiring educational leaders for the School Leaders Licensure Assessment.

Development of leadership skills and motivation is a major goal for Morgan State University and the Baltimore City Public School System (BCPSS). In fall (1997), faculty and staff from both institutions developed a graduate program to support fifty-four aspiring leaders in the school system who: (1) possessed a master's equivalency but needed a master's degree in school administration for a leadership position in the BCPSS; (2) were interested in completing the course work required by the Maryland State Department of Education for certification as Administrator 1; and (3) were interested in enhancing their leadership skills and competence. The program curriculum was aligned with the Leadership Development Framework (LDF) developed by BCPSS and guided by the theory of intrinsic leadership motivation.

The theory of intrinsic leadership motivation (Deci, Vallerand, Pelletier, & Ryan, 1991) suggests that leaders need support for their sense of autonomy, relatedness, and competence if they are to develop intrinsic leadership motivation. For these reasons, the aspiring leaders program was designed to support student's leadership competence, autonomy, and social-relatedness. ***Competence*** refers to various leadership skills and outcomes and being efficacious in performing requisite leadership actions (Bandura, 1986). Problem solving and decision making, communication, goal-setting and evaluation, organization and supervision, curriculum and instruction, management, and research are examples of leadership skills and competencies that the aspiring leaders program was designed to support. In addition, the aspiring leaders core courses were also designed to familiarize students with the New Interstate School Leaders Licensure Consortium (ISLLC). ISLLC standards are sets of leadership skills and competencies that an effective school administrator need to possess.

Autonomy refers to opportunity for self-determination. Students in the aspiring leaders program elected to participate in the university program to develop and implement their leadership ideas under the guidance of a competent educational leader (i.e., principal). In other words, self-directed individuals chose to participate in the program on the basis of their personal goals and individual development plans (IDP). ***Relatedness*** involves the development of secure and satisfying connections with others in one's social milieu. It is difficult for a leader to develop intrinsic leadership motivation, or autonomous leadership initiatives in social contexts that does not allow the leader to develop a secure and satisfying relationships (Deci et al., 1991). On the basis of this principle the aspiring leaders program adopted a cohort structure. The 54 aspiring leaders (exceptional classroom teachers, department chairs, master teachers, consulting teachers, ARD managers, specialists, assistant principals, principals, and central office managers) admitted into the program were encouraged to network, collaborate, and share their practical experiences with each other. Furthermore, the cohort group completed all aspects of the program as a unit.

Did the Aspiring Leaders Development Program (ALDP) achieve its goals? To assess the extent to which the ALDP achieved its goals, the following questions were used to structure this investigation: (1) What is the relationship between the aspiring leaders' leadership competence, autonomy, relatedness, and motivation (or willingness to assume leadership roles and responsibilities)?; (2) Did the ALDP support the aspiring leaders' leadership competence, autonomy, relatedness, and motivation?; and (3) How did the aspiring leaders, instructors, and mentors rate the ALDP?

METHOD

Participants

Twenty-seven of the original 54 aspiring leaders cohort participated in this analysis or first report. All of the aspiring leaders that took part in this analysis are African American (24 female and 1 male). The average number of years of teaching experience for this cohort is 24 years (SD = 4.9). The average number of years these educators taught in the Baltimore City Public School System (BCPSS) is 21 years (SD = 7.0). The average number of years in administrative position for this sample is 3.4 years. All of the participants posses a master's equivalence and will graduate with a masters degree.

Measures and Procedures

Participants completed a newly developed Aspiring Leaders Development Questionnaire (ALDQ). ALDQ is designed to assess students' perception of the different aspects of the ALDP (see Appendix A). The ALDQ consists of 42 questions or items. Before responding to ALDQ items, students were told that "there are no right or wrong answers to the questions, but that their opinions are important."

The first 31 questions revolved around ***the issue of leadership competence***. Did the students believe that the 10 aspiring leaders core courses enhanced their leadership skills and competence? Did they believe that the core courses were useful in enhancing a leaders leadership skills and competence?; and did they believe that the courses addressed issues relevant to the ISLLC standards or examination? Examples of items designed to address the issue of competence are "The Legal Aspects Course contributed to or enhanced my knowledge of educational laws

affecting the educational system (local, state, and national)," "The Legal Aspects Course contributed to or enhanced a leader's decision-making and problem-solving skills," and "The Legal Aspects Course addressed issues relevant to the ISLLC examination." The response associated with these items were based on a five-point scale anchored by strongly agree and strongly disagree (31 items; coefficient alpha = .86 in this sample).

The next two questions revolved around ***the issue of social-relatedness***. Did the program support students' social needs? Examples of these items are "Interactions with my peers or colleagues were positive, rewarding and enjoyable," and "Interactions with my peers or colleagues contributed to or enhance my ability to complete the program." The response associated with these items were based on a five-point scale anchored by strongly agree and strongly disagree (2 items; coefficient alpha = .70 in this sample).

Three questions addressed ***the issue of autonomy*** (did the program support students' autonomy?). Examples of these items are "Interactions with my mentor(s) or supervisor(s) were positive, rewarding, and professionally productive," "Interactions with my mentor(s) or supervisor(s) contributed to or enhanced my ability to complete the program," and "Interactions with instructors and the professional development center staff contributed to my ability to complete the program." The response associated with these items were based on a five-point scale anchored by strongly agree and strongly disagree (3 items; coefficient alpha = .75 in this sample).

Six questions addressed ***the issue of leadership motivation*** (did participation in the ALDP contributed to students' willingness to assume leadership roles and responsibility; and their motivation to want to become an educational leader?). Examples of these items are "At the end of

the aspiring leaders development program, I plan to assume a leadership role in the school system," Tthe ALDP contributed to my willingness to assume a leadership role in the school system," and "The ALDP contributed to my willingness to assume an administrative or supervisory role in the school system. The response associated with these items were based on a five-point scale anchored by strongly agree and strongly disagree (6 items; coefficient alpha = .88 in this sample).

RESULTS

What is the relationship between aspiring leaders' leadership competence, autonomy, social-relatedness, and motivation? Aspiring leaders' leadership competence, autonomy, social-relatedness, and motivation were all positively correlated with each other (Table 1). Leadership competence was strongly correlated with social-relatedness (r = .60, $p<.01$), leadership motivation (r = .59, $<.01$), and leadership autonomy (r = .51, $p<.01$). Leadership autonomy was strongly correlated with social-relatedness (r = .80, $p<.01$), and moderately correlated with leadership motivation (r = .44, $p<.05$). Social-relatedness was strongly correlated with leadership motivation (r = .73, $p<.01$). The strongest predictors of educational leadership motivation was social-relatedness, leadership competence, and autonomy, respectively. For these reasons, it is important to create educational contexts (i.e., ALDP) to support educational leaders' leadership competence, autonomy, and social-relatedness.

Insert Table 1 about here

Did the ALDP support the aspiring leaders' leadership competence, autonomy, relatedness, and motivation? Results of the data analyses indicated that the Aspiring Leaders Development Program (ALDP) supported students' leadership competence. Eighty-five percent of the participants stated that the ALDP core courses enhanced their leadership skills and competence (Figure 1).

Insert Figure 1 about here

Eighty-five percent of the participants stated that the ALDP core courses can be used to enhance a leaders leadership skills and competence. In other words, most of the aspiring leaders who participated in this analyses believe that the ALDP core courses are important to the development of leadership efficacy (Figure 2).

Insert Figure 2 about here

Seventy percent of the participants stated that the core courses addressed issues or concepts relevant to the ISLLC standards or examination (Figure 3).

Insert Figure 3 about here

In summary, ALDP supported students' leadership competence (Figures 1, 2, and 3). Participants believed that the core courses can be used to enhance leadership skills and competencies. Furthermore, majority of the participants (70%) stated that the core courses addressed issues or concepts relevant to ISLLC standards or examination.

The aspiring leaders development program supported students' social needs (or relatedness). Ninety-six percent of the participants stated that the interactions with their peers or colleagues were positive, rewarding, & enjoyable (Figure 4).

Insert Figure 4 about here

Ninety-two percent of participants indicated that the interactions with their peers or colleagues contributed to or enhanced their abilities to complete the program (Figure 5).

Insert Figure 5 about here

In summary, ALDP participants stated that the Aspiring Leaders Development program supported their social needs or relatedness (Figures 4 and 5). The aspiring leaders development program supported students' autonomy. Eighty-nine percent of the participants stated that the interactions with their mentor(s) or supervisor(s) were positive, rewarding, & enjoyable (Figure 6).

Insert Figure 6 about here

Seventy-eight percent of the participants stated that the interactions with their mentor(s) or supervisor(s) contributed to or enhanced their ability to complete the ALDP (Figure 7).

Insert Figure 7 about here

Eighty-five percent of the participants stated that the interactions with their instructors and professional development center staff contributed to their ability to complete the program (Figure 8). Figures 6, 7, and 8 indicate that ALDP supported students' autonomy.

Insert Figure 8 about here

The ALDP enhanced participants leadership motivation. Eighty-nine percent of the participants plan to assume a leadership role in the school system at the end of the program (Figure 9).

Insert Figure 9 about here

Eighty-nine percent of the participants stated that the ALDP contributed to their willingness to assume a leadership role in the school system (Figure 10).

Insert Figure 10 about here

Eighty-five percent of the participants stated that the ALDP contributed to their willingness to assume an administrative or supervisory role in the school system (Figure 11). Figures 9, 10, and 11 indicate that the ALDP enhanced students willingness to assume leadership roles and responsibilities.

Insert Figure 11 about here

How did the aspiring leaders rate the ALDP? Three questions designed to address this issue were: (1) In your opinion, What are the major strengths of the ALDP?; (2) What are the major weaknesses of the ALDP?; and (3) specifically, What recommendations would you make for improving the quality of the ALDP? In reference to the first question, participants' responses fell into three general categories. The categories were: 1. ALDP core courses and class activities; 2. ALDP support services; and 3. ALDP time frame.

Sample responses that fell into the first category were:

* The Legal Aspects course was very informative
* The Group Dynamics and Role of the Principal-ship courses were very helpful
* Organization and sequence of the courses was good
* The use of BCPSS principals as instructors was appropriate

* The courses afforded students with positive and immediate feedback
* Course content were appropriate for leadership development
* Training sessions were valuable
* Team building was appreciated
* We like the cohort structure
* The courses provided a wealth of information
* Good preparation for the comprehensive exam

Sample responses that fell into the support structure category were:

* Mentors assignments and activities were appropriate
* ALDP and PDC support activities were enriching (i.e., seminars)
* ALDP provided practical, professional, and collegiate support
* ALDP provided encouragement and leadership support
* The cohort structure was valuable
* Assistance from professors was very supportive
* The instructors were fair, caring, and sincere

ALDP Time-Frame

* The time-frame of the ALDP (2yrs) was optimal
* Most of us were able to finish the program in 2yrs
* The summer courses made it easy to finish the program in 2yrs
* The evening classes were convenient

What are the Major Weaknesses of the ALDP? Participants' responses fell into four general categories. The categories were: 1. Course activities and materials; 2. Instructors; 3. Communication; and 4. Financial support.

Sample responses that fell into the first category were:

* The research, supervision, and computer courses need more relevant materials and activities in-line with BCPSS goals
* MSU needs to align the goals of the exceptional child course with those of the BCPSS (e.g., main streaming, instruction, etc.)
* Limit the number of course load per semester (i.e., from 9 hours to 6 hours)
* Align the ISLLC standards or examination with all of the ALDP core courses
* ALDP did not provide enough information on school improvement

Sample responses that fell into the instructors category were:

* Hire more quality instructors
* We did not have enough opportunities to evaluate the instructors
* Some of the instructors need professional development
* Hire more content competent instructors
* Instructors need to instruct students on how to develop a portfolio
* Include more current course material

Sample responses that fell into the communication category were:

* Information on registration deadlines were not clear
* All students need to be provided with the same information
* Summer school information was not clear
* Written communication efforts were weak and were sometimes unclear

Sample responses that fell into the financial support category were:

* ALDP did not assist enough students with financial problems
* ALDP payment plans are too difficult
* ALDP did not acquire grants, scholarships, etc. to support its students

Specifically, What Recommendations Would You Make for Improving the Quality of the ALDP? Participants' recommendations fell into five general categories. The categories were: 1. Instructional method/techniques/strategies, 2. Communications; 3. Course support & enrichment activities; 4. Course location, and 5. Financial support.

Sample responses that fell into the instructional method/techniques/strategies category were:

* Use a step-by-step approach to teach the computer course
* The portfolio should be a continuous project
* Hire more content competent instructors
* Cover more information relevant to the ISLLC assessment
* Afford students more opportunities to review the school improvement plan
* Revise the computer course to address BCPSS problems
* Provide more teacher evaluation opportunities

Sample responses that fell into the communication category were:

* Better written communication
* Ensure that all students receive the same information
* Use consultant(s) or a liaison to improve communication
* Improve the line of communication between MSU, PDC, and students

Sample responses that fell into the course support an enrichment activities category were:

* The practicum should be longer (i.e., 1 semester long) and given more credit hours
* Infuse the practicum with course contents
* Add a Principal-ship course (i.e., student teaching)
* Use principals and other school administrators as guest speakers
* Afford students with more observational experiences
* Incorporate Power-Point into the computer course
* Use on-site mentor to further support students' needs

Sample responses that fell into the course location category were:

* Develop a primary location for ALDP courses (MSU or PDC)
* Incorporate students' input in designating a central locale for the ALDP courses
* Use MSU or the PDC not both during the same semester

Sample responses that fell into the course financial support category were:

* Expand financial support opportunities
* Acquire grants to support students' financial needs
* Develop a partnership with BCPSS to ease the payment process

How did the instructors rate the ALDP? Seven of the 10 instructors responded to four questions designed address the question

How has your participation as instructor in the ALDP contributed to your own professional development? Sample responses were:

* ALDP allowed me to develop workshops and practical training sessions
* ALDP rejuvenated my teaching motivation
* ALDP made me more positive
* ALDP broadened my professional readings
* ALDP forced me to learn about BCPSS

In your opinion, what are the advantages of teaching in a cohort program? Sample responses were:

* Great leadership goals and objectives
* It facilitates participants' abilities to reach their leadership goals
* It develops leadership skills and competencies
* It prepares aspiring leaders for their new positions
* It facilitates professional growth and development
* Networking and sharing ideas

In your opinion, what are the disadvantages of teaching in a cohort program? Sample responses were:

* Miscommunication between mentors and mentee
* Most of the leadership outcomes were not determined by the participants
* Some of the students lacked prior knowledge of basic computer skills
* Some of the students did not engage in the Saturday seminars

What would you add, or eliminate in the ALDP to enhance its effectiveness as a training program for school administration? Sample responses were:

* Allow students to determine some of the ALDP outcomes
* Make the Saturday seminars mandatory
* Establish programs to support students with poor oral and written skills
* Emphasize the importance of turning assignments in on time
* Develop consequences or parameters for attendance and punctuality
* Align the curriculum with the ISLLC standards
* Use case studies to familiarize students with the ISLLC examination
* Help students overcome the anxiety associated with ISLLC
* Ensure that all instructors and administrators In the ALDP are familiar with the ISLLC examination

How did the mentors rate the ALDP? An informal session was held to allow mentors to responded to five questions designed address the question

While in the ALDP, what specific changes have you seen in the leadership behavior of your mentee? Sample responses were:

* My mentee began to approach problems in a more clinical way
* She expanded her knowledge of school law

* My mentee has grown in the area of program design and organizational development
* My mentee instituted many activities that have benefitted both staff & students
* I felt that my mentee had grown in her ability to listen critically

In your opinion what are the major strengths of the ALDP? Sample responses were:

* Collaborating and networking of participants
* ALDP attracted talented candidates
* ALDP addressed components of the master plan (BCPSS)
* ALDP courses are key to preparing successful school leaders
* Timely course work or program courses
* Educational leadership development and opportunities

What are the major weakness of the ALDP? Sample responses were:

* Communication changes
* Additions to program participants
* Failure of the college to communicate with mentors
* No communication from the college

In what ways were you involved as a mentor to the aspiring leaders in your school or office? Sample responses were:

* I gave my mentee many opportunities to exercise her leadership skills
* Release time to attend important training or meeting
* My mentee was included in many decision making sessions
* Mini conferences were held to ensure that my mentee understood administrative procedures and policies

How would you like your input to be solicited for developing and or evaluating the ALDP in the future? Sample responses were:

* Involvement in the assessment procedures
* I would be pleased to serve on an advisory board to help refine the program
* A liaison is needed to enhance the communication between the mentor and the university
* I would like to understand the different aspects of the ALDP (its core courses, course assignments, admission criteria, etc.) and the ISLLC standards and examination.

SUMMARY AND DISCUSSION

To assess the extent to which the Aspiring Leaders Development Program (ALDP) supported students' leadership competence, autonomy, relatedness, and motivation, twenty-seven aspiring leaders completed a newly developed Aspiring Leaders Development Questionnaire (ALDQ). ALDQ questions were designed to assess students' perceptions of the different aspects of the ALDP and their leadership motivation. The aspiring leaders, instructors, and mentors also completed open-ended questions, which afforded them with the opportunity to rate the ALDP and make recommendations. Results of the correlational analysis, figures 1-11, identified strengths, identified weakness and recommendations, and conclusions will next be discussed.

Correlational Results. Aspiring leaders' leadership competence, autonomy, relatedness, and motivation were all positively correlated with each other. The strongest predictors of educational leadership motivation were social-relatedness, leadership competence, and autonomy, respectively. And, as mentioned in the previous section, ALDP supported students' leadership competence, autonomy, relatedness, motivation, and their knowledge of the New Interstate School Leaders Consortium (ISLLC) standards and assessment. These results support the hypothesis that leadership motivation will be activated in social-contexts (i.e., ALDP) that support a leaders' need for competence, autonomy, and social-relatedness (Deci et. al., 1991).

Figures 1-11. Results of figures 1-3 indicated that ALDP supported students' leadership competence and knowledge of ISLLC standards and assessment. Results of figures 4 and 5 indicated that ALDP supported students' relatedness. Results of figures 6-8 indicated that the ALDP supported students' autonomy. And, results of figures 9-11 indicated that ALDP

contributed to students' leadership motivation or willingness to assume leadership roles and responsibilities. What are the implications of these findings and those of the open-ended questions for: (a) improving the ALDP; and (b) program's ability to prepare aspiring educational leaders for the School Leaders Licensure Assessment?

In general, the aforementioned results are positive. For this reason, it is important for the Aspiring Leaders Program to continue to support its participants' leadership competence, autonomy, and relatedness. As for leadership competence, 85% of the participants stated that the ALDP core courses enhanced their leadership skills and competence; and 85% stated that the core courses can be used to enhance a leaders leadership skills and competencies (course usefulness). While these percentages are positive, they can be enhanced. For instance, in addition to their current teaching strategies, instructors in the ALDP can find and implement innovative strategies (e.g., technological, course integration, course coherence, etc.) based on best practice and research to further support students' leadership competence. Such strategies can be instrumental in raising participants ratings to (90-95%). These recommendations were put forth by the aspiring leaders, instructors, and mentors who will be referred to as *stakeholders* from this point on.

Did the ALDP core courses address issues or concepts relevant to the ISLLC standards or examination? As mentioned earlier 70% of the participants stated that the ALDP core courses addressed issues or concepts relevant to the ISLLC standards or examination. Similar to the competence ratings this result is also positive, but it can be enhanced. At the present time, the ALDP core courses are aligned with the ISLLC standards; for this reason, each course is designed to familiarize students with the different aspects of the examination and standards. To enhance

participants ratings to (90-95%), the following are some of the strategies put forth by the stakeholders and administrators in ALDP:

(1). In addition to the curriculum alignment process, build or incorporate a ISLLC day into each course. During the ISLLC day students will answer questions similar to the ones they will encounter on the School Licensure Assessment Examination;

(2). Use case studies and case study type tasks to: (a) familiarize students with the School Licensure Assessment; and (b) help students overcome the anxiety associated with the ISLLC examination;

(3). Familiarize students with the six ISLLC standards and scoring rubrics that are used to rate students' response to the ISLLC questions; and

(4). Ensure that all instructors and administrators in the ALDP are familiar with the nature of the ISLLC examination.

All of the aforementioned strategies can be used to improve participants ratings to (90-95%) and in-turn improve ALDP's ability to prepare aspiring educational leaders for the School Leaders Licensure Assessment.

Did ALDP support participants relatedness? The answer to this question is a definite yes; 96% of the participants stated that the interactions with their peers or colleagues were positive, rewarding, and enjoyable; 92% stated that the interactions enhanced their abilities to complete the program. These results suggest that the ALDP should continue to adopt the cohort structure and encourage its students to network, collaborate, share their practical experiences with each other, and complete all aspects of the program as a unit.

Figures 6, 7, and 8 indicated that ALDP supported the aspiring leaders' leadership autonomy. Figure 6 indicated that 89% of the participants stated that the interactions with their mentor(s) or supervisor(s) were positive, rewarding, and enjoyable; 78% stated that the

interactions with their mentor(s) or supervisor(s) contributed to or enhanced their ability to complete the ALDP; and 85% stated that the interactions with their instructors and the professional development center staff contributed to their ability to complete the program. These results suggests that ALDP should continue to use mentor(s) and or supervisor(s) to support its aspiring leaders. For instance, students should not be forced into the program; those who choose to participate in the program need be encouraged to develop and implement their leadership ideas under the guidance of a competent educational leader (mentor, immediate supervisor, principal); and the decision to participate in the program should based on students' personal goals and individual development plan (IDP).

Identified Strengths. In addition to the aforementioned results, the stakeholders consistently mentioned that the ALDP: contributed to their leadership and professional development; enhanced their teaching skills and motivation; allowed them to network and share ideas; facilitated their professional growth and development; time frame, structure, and summer courses enhanced students' ability to complete the program in a timely fashion; and Saturday seminars conducted by the Professional Development Center (PDC) supported their leadership knowledge and development. In general, the stakeholders all agree that the ALDP is an effective program.

Identified Weaknesses and Recommendations. Communication and financial support opportunities, the two consistent weaknesses identified by the stakeholders are the focus of this section. According to the stakeholders, not all of the aspiring leaders received the same: (1) information about the ALDP; (2) instruction and instructional materials; (3) information from the

Professional Development Center (PDC) and Morgan State University (MSU); and (4) financial support information. The mentors also mentioned that administrators from MSU did not communicate or interact with them. Mentors mainly communicated with and interacted with the PDC staff members. As for the financial issue, stakeholders stated that the ALDP need to identify and assist aspiring leaders who are having financial difficulties.

The following are some of the recommendations put forth by the stakeholders to address the communication and financial issues:

(1). Ensure that all students receive the same information from MSU and PDC;

(2). Find innovative ways to improve the line of communication between MSU, PDC, students, and mentors;

(3). Hire a liaison to improve the line of communication between the mentors and MSU;

(4). Expand financial support opportunities;

(5). Acquire grants to support students' financial needs; and

(6). Develop a partnership with BCPSS to ease the payment process

Conclusions. According to the theory of intrinsic leadership motivation (Deci et al., 1991), social-contexts that support a leaders' leadership competence, autonomy, and relatedness will activate that leaders' intrinsic leadership motivation. Results of this report are in-line with this theoretical viewpoint. The ALDP supported students' competence, autonomy, and relatedness; and in-turn their leadership motivation. Majority of the participants 89% stated that the ALDP contributed to their willingness to assume a leadership role in the school system; and 85% stated

that the ALDP contributed to their willingness to assume an administrative or supervisory role in the school system. Furthermore, most of the stakeholders agreed that the ALDP is an effective program. Communication and financial issues were the two major weaknesses identified by the stakeholders. In conclusion, results of this report indicate that educational contexts can be designed to enhance aspiring educational leaders' leadership:(1) motivation; (2) competence; (3) relatedness; (4) autonomy; and (5) professional development.

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TABLE 1
Intercorrelations Among Measured Variables

Variable	1	2	3	4
1. Leadership Competence	___	.51**	.60**	.59**
2. Leadership Autonomy		___	.80**	.44*
3. Social-Relatedness			___	.73**
4. Leadership Motivation				___

Note. N = 27.
*p<.05. **p<.01.

Figure 1 Frequency Table of Perceived Leadership Competence

How Many Students Believe That The ALDP Core Courses Enhance Their Leadership Skills And Competence?

Value Label	Value	Frequency	Percent
Strongly Disagree	1	0	0
Disagree	1	0	0
Sort of Agree	3	4	15
Agree	4	19	**70**
Strongly Agree	5	4	**15**
	Total	27	100

Figure 2 Frequency Table of Course Usefulness

How Many Students Believe That The ALDP Core Courses Can Be Used To Enhance A Leaders Leadership Skills and Competence (Course Usefulness)?

Value Label	Value	Frequency	Percent
Strongly Disagree	1	0	0
Disagree	1	0	0
Sort of Agree	3	4	15
Agree	4	20	**74**
Strongly Agree	5	3	**11**
	Total	27	100

Figure 3 Frequency Table of ISLLC=Course=Connection

How Many Students Believe That The Core Courses Addressed Issues or Concepts Relevant To The ISLLC Standards or Examination?

Value Label	Value	Frequency	Percent
Strongly Disagree	1	0	0
Disagree	1	0	0
Sort of Agree	3	8	30
Agree	4	19	**70**
Strongly Agree	5	0	0
	Total	27	100

Figure 4 Frequency Table of Peer Relations
How many students believe that the interactions with their peers or colleagues were positive, rewarding, & enjoyable?

Peer Interaction	Frequency	Percent
Sort of Agree	01	3.7%
Agree	05	**18.5%**
Strongly Agree	21	**77.8%**
Total	27	100.0%

Figure 5 Frequency Table of Peer Relations
How many students believe that the interactions with their peers or colleagues contributed to or enhanced their abilities to complete the program?

Peer-Interaction & Ability	Frequency	Percent
Sort of Agree	02	7.4%
Agree	05	**18.5%**
Strongly Agree	20	**74.1%**
Total	27	100.0%

Figure 6 Frequency Table of Student-Mentor Interactions

How Many Students Believe That The Interactions with their mentor(s) or supervisor(s) were positive, rewarding, and enjoyable?

Value Label	Value	Frequency	Percent
Strongly Disagree	1	0	0
Disagree	1	1	3.7
Sort of Agree	3	2	7.4
Agree	4	7	**25.9**
Strongly Agree	5	17	**63.0**
	Total	27	100

Figure 7 Frequency Table of Student Ability & Mentor Interactions

How Many Students Believe That The Interactions with their mentor(s) or supervisor(s) contributed to or enhanced their abilities to complete the program?

Value Label	Value	Frequency	Percent
Strongly Disagree	1	0	0
Disagree	1	2	7.4
Sort of Agree	3	4	14.8
Agree	4	7	**25.9**
Strongly Agree	5	14	**51.9**
	Total	27	100

Figure 8 Frequency Table of Student Interactions with Instructors & the PDC Staff

How Many Students Believe That The Interactions with their instructors and professional development center staff contributed to their ability to complete the program?

Value Label	Value	Frequency	Percent
Strongly Disagree	1	0	0
Disagree	1	2	7.4
Sort of Agree	3	2	7.4
Agree	4	11	**40.7**
Strongly Agree	5	12	**44.4**
	Total	27	100.0

Figure 9 Frequency Table of Student Leadership Aspirations

How many students plan to assume a leadership role in the school system at the end of the ALDP?

Leadership Aspirations	Frequency	Percent
Sort of Agree	03	11.1%
Agree	05	**18.5%**
Strongly Agree	19	**70.4%**
Total	27	100.0%

Figure 10 Frequency Table of ALDP and Student Leadership Aspirations
How many students believe that the ALDP contributed to their willingness to assume a leadership role in the school system?

Leadership Aspirations	Frequency	Percent
Disagree	01	3.7%
Sort of Agree	02	7.4%
Agree	07	**25.9%**
Strongly Agree	17	**63.0%**
Total	27	100.0%

Figure 11 Frequency Table of ALDP and Student Administrative Aspirations
How many students believe that the ALDP contributed to their willingness to assume an administrative or supervisory role in the school system?

Administrative Aspirations	Frequency	Percent
Sort of Agree	04	14.8%
Agree	07	**25.9%**
Strongly Agree	16	**59.3%**
Total	27	100.0%

APPENDIX A

ASPIRING LEADERS DEVELOPMENT QUESTIONNAIRE (ALDP)

Name:_____

Gender:_____

Ethnicity:_____

# of years experience in educational positions (or grade levels):_____

# of years experience in educational positions in Baltimore City:_____

Subjects\Grades taught:_____

# of years Administrative Experience:_____

Educational Background (BS, BS+, MS\MA):_____

Name & Position of current supervisor:_____

This instrument is an anonymous SUMMATIVE evaluation designed to explore your perception of the Aspiring Leaders Development Program (ALDP). Your responses will be used in two ways: (1) to assess the effectiveness of the ALDP; and (2) to make recommendations for improving the quality of ALDP

Please Read Each Sentence Carefully, and See How Well You Agree With Them. There Are No "Right" or "Wrong" Answer To These Items.

Circle The Number That You Agree With The Most.
Circle Only One Number For Each Sentence.

Practice Item:

A. I Like Chocolate and Vanilla Ice Cream

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

1. The Legal Aspects Course Contributed To Or Enhanced My Knowledge Of Educational Laws, Causes, And Statutes Affecting The Educational System (State, National).

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

2. The Legal Aspects Course Contributes To Or Enhances A Leader's Decision Making And Problem Solving Skills

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

3. The Legal Aspects Course Addressed Issues Relevant To The ISLLC Examination

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

4. The Course (Intro-Educational Research) Contributed To Or Enhanced My Knowledge Of Various Methods and Techniques Of Educational Research.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

5. The Course (Intro-Educational Research) Contributes To Or Enhances A Leader's Decision-Making, Problem-Solving, and Research Skills.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

6. The Course (Intro-Educational Research) Addressed Issues Relevant To The ISLLC Examination.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

7. The Course (Utilizing Computers) Contributed To Or Enhanced My Knowledge Of Educational Technology, Use Of The Internet (WWW), And Computer-Delivered Instruction.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

8. The Course (Utilizing Computers) Contributes To Or Enhances A Leader's Communication, Tele-Communication, And Interactive Instructional Skills.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

9. The Course (Utilizing Computers) Addressed Issues Relevant To The ISLLC Examination

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

10. The Role Of The Principalship Course Contributed To Or Enhanced my Knowledge Of Administrative, Supervisory, And Resource Management Concepts, Skills, and Strategies.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

11. The Role Of The Principalship Course Contributes To Or Enhances A Leader's Organization and Management, And Goal-Setting and Implementation, And Principalship Competence.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

12. The Role Of the Principalship Course Addressed Issues Relevant To The ISLLC Examination.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

13. The Group Dynamics Course Contributed To Or Enhanced My Knowledge Of Group Interaction, Dynamics, Educational Group (small, large) Processes, Concepts, And Theories.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

14. The Group Dynamics Course Contributes To Or Enhances A Leader's Communication, Collaborative, Organizational, Management, And Problem Solving Skills.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

15. The Group Dynamic Course Addressed Issues Relevant To The ISLLC Examination.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

16. The Human Learning and Development Course Contributed To Or Enhanced My Knowledge Of: Curriculum\Instruction, Human-Development Theories, And Learning Environment That Promote Self-Directed And Creative Individuals.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

17. The Human Learning and Development Course Contributes To Or Enhances A Leader's Human Development, Curriculum and Instruction, And Learning Environment Concepts, Skills, and Strategies.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

18. The Human Learning and Development Course Addressed Issues Relevant To The ISLLC Examination.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

19. The Curriculum Development Course Contributed To Or Enhanced My Knowledge Of Curriculum Development, Issues, Theories, And Practices.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

20. The Curriculum Development Course Contributes To Or Enhances A Leader's Awareness of Afro-Centric Curriculum, Bilingual Education, And Various Approaches To Multicultural Education.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

21. The Curriculum Development Course Addressed Issues Relevant To The ISLLC Examination.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

22. The Supervision and Evaluation Course Contributed To Or Enhanced My Knowledge Of Measurement And Evaluation, Staff-Evaluation, Curriculum-Evaluation, And Student Evaluation Concepts, Theories, and Procedures.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

23. The Supervision and Evaluation Course Contributes To Or Enhances A Leader's Communication, Decision Making, Measurement and Evaluation, Organizational Development, and Management Skills.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

24. The Supervision and Evaluation Course Addressed Issues Relevant To The ISLLC Examination.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

25. The Exceptional Child and Administration Course Contributed To Or Enhanced My Knowledge Of Special Education Issues, Laws, Programs, And Practices.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

26. The Exceptional Child and Administration Course Contributes To Or Enhances A Leader's Decision Making, Communication, And Effective Organization and Management Skills.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

27. The Exceptional Child and Administration Course Addressed Issues Relevant To The ISLLC Examination.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

28. The Practicum and Administration Aspect Of The Program Afforded Me The Opportunity To Apply The Concepts, Skills, Theories, And Strategies Acquired During The Aspiring Leaders Program To Real-World Problem(s) and Situations.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

29. The Practicum and Administration Aspect Of The Program Afforded Me The Opportunity To Apply Acquired Leadership Skills (Communication, Problem-Solving, Decision-Making, Organizational Management, etc) To Real-World Problems and Situations.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

30. The Practicum and Administration Aspect Of The Program Addressed Issues Relevant To The ISLLC Examination.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

31. Interactions With My Mentor(s) or Supervisor(s) Were Positive, Rewarding, and Professionally Productive.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

32. Interactions With My Mentor(s) or Supervisor(s) Contributed To Or Enhanced My Ability To Complete the Program.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

33. Interactions With Instructors and The Professional Development Center (PDC) Staff Contributed To My Ability To Complete The Program.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

34. Interactions With My Peers or Colleagues Were Positive, Rewarding, And Enjoyable.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

35. Interactions With My Peers or Colleagues Contributed To Or Enhanced My Ability To Complete The Program.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

36. At The End Of The Aspiring Leaders Development Program (ALDP), I Plan To Assume A Leadership Role In The School System.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

37. The ALDP Contributed To My Willingness To Assume A Leadership Role In The School System.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

38. The ALDP Contributed To My Willingness To Assume A Principalship or Assistant Principalship Position.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

39. The ALDP Contributed To My Willingness To Assume An Administrative or Supervisory Role In The School System.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

40. At The End Of The ALDP, I Plan To Be More Involved In The Decision Making Process Affecting The School System.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

41. The Overall Quality Of The ALDP (e.g., its staff, training sessions, informal experiences, faculty, PDC activities, and consultants) Was Excellent.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree

42. Information Gained In Training Sessions And Saturday Seminars Conducted By The PDC Was Helpful And Practical For Educational Leaders.

5	4	3	2	1
I Strongly Agree	I Agree	Sort of Agree	I Disagree	I Strongly Disagree